



2004–2005

Saskatchewan

Provincial Budget

Performance Plan

Minister's Message

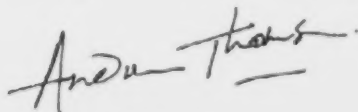
It is my pleasure to present the performance plan for the Province's learning sector for 2004-05 and beyond. I am extremely pleased with the progress the Learning Sector Steering Committee has made in developing this plan, the first ever in Saskatchewan. Together with the partners in the learning sector, I am committed to completing the key actions identified in the performance plan and reporting on progress to the people of Saskatchewan in July 2005.

The approach taken to develop this performance plan is based on a tradition of collaborative partnerships which are unique in Canada. We recognize that all the partners in the learning sector must work together to identify and achieve our vision, goals and objectives.

The plan lays out our strategic directions. We focus on success for learners, a seamless continuum of learning opportunities, inclusiveness, and social and economic development.

Our vision is critically important for our Province. We see all Saskatchewan people becoming knowledgeable and skilled citizens, contributing to and benefiting from society and the economy, with a key leadership role played by the learning sector.

Lifelong learning, in all its aspects, is a key driver of the social, cultural, civic and economic strength of our Province. Our plan recognizes that and moves us toward our vision.



Andrew Thomson
Minister of Learning

Who We Are

The mandate of the Department of Learning is to advance the social, economic and personal well-being of Saskatchewan people. The Department accomplishes this mandate through leadership and support programs from early childhood development, through pre-kindergarten to Grade 12, to technical training and post-secondary education, and public library services. The Department provides responsive leadership to meet the learning and development needs of Saskatchewan children, youth and adults, and to meet the employment needs of the provincial labour market.

The learning sector works collaboratively in support of our shared vision: "Through lifelong learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. The Province is enriched socially, culturally and economically through the leadership of the learning sector."

The 2004-05 Performance Plan encompasses the Province's learning sector including its institutions and organizations and their programs and services. The plan has been developed by representatives from the following organizations or institutions: Saskatchewan School Boards Association; Saskatchewan Teachers' Federation (STF); the League of Educational Administrators, Directors and Superintendents (LEADS); the Saskatchewan Association of School Business Officials (SASBO); the Federation of Saskatchewan Indian Nations (FSIN); the Métis Nation of Saskatchewan (MNS); public libraries; the Multitype Library Board; regional colleges; the Apprenticeship and Trade Certification Commission (ATCC); the Saskatchewan Institute of Applied Science and Technologies (SIAST); the University of Saskatchewan; the University of Regina; and the Department of Learning. Other partners and stakeholders within the learning sector include: learners, library patrons, parents, private vocational schools, Aboriginal institutions, the Francophone community and employers.

The sector:

- Employs about 25,000 people
- Serves approximately 300,000 students and 500,000 library patrons
- Graduates approximately 12,000 Grade 12 students, 4,400 certificate/diploma recipients, 4,300 degree recipients, and 1,000 journeypersons annually
- Operates and maintains approximately \$5 billion in capital facilities and equipment; and
- Engages local, regional and provincial boards of community volunteers or education representatives in governance of 767 schools in 82 school divisions, over 300 local boards of trustees, 320 public libraries in 10 public library systems, eight regional colleges operating in over 40 communities, four SIAST campuses, Gabriel Dumont Institute which includes Dumont Technical Institute, and the University of Regina and University of Saskatchewan campuses.

The sector is committed to lifelong learning including the acquisition and renewal of abilities, interests, knowledge, skills, and qualifications from birth through all stages of life. Lifelong learning promotes the development of knowledge and competencies that will enable each citizen to adapt to and actively participate in all spheres of social, cultural and civic life.

The learning sector has a profound impact on the social and economic well-being of the Province through the education of individuals and dynamic partnerships with individual employers, communities and industry. The learning sector contributes to a vibrant culture within the Province through language programs, fine arts education, Francophone, First Nations and Métis cultural development, community programs and services, and libraries. We enhance participation in the civic life of the Province by preparing individuals for active citizenship, relying on local and institutional decision-making expertise across the Province.

We envisage young children successfully learning and healthy in every respect and able to make the most of life's opportunities. The emphasis on early childhood development and the *KidsFirst* program fosters a community-based network of supports and services that focuses on the healthy growth and development of children and supports the primary role of families.

We envisage a public school system providing the highest quality learning experiences from pre-kindergarten through the elementary and secondary years. The Department of Learning establishes policies and ensures legislation or regulations to provide a high-quality pre-kindergarten to Grade 12 education for students. These include key elements such as the certification of teachers, the curriculum and instructional practices to be used in all schools, the regulation of independent schools and home-based education, the distribution of provincial funding and capital grants to school divisions, and the structure and boundaries of school divisions. The focus is on supporting and developing programs and services for the benefit of students and facilitating the development of effective and supportive partnerships in the context of the economic and social needs of the Province.

For our adult learners, we envisage a wide range of learning opportunities and environments to meet their needs and to enable them to become skilled and knowledgeable citizens for a flourishing Saskatchewan economy. To accomplish this, the sector provides leadership and financial support for students and high-quality programs and services in the post-secondary education and training sector. Full-time and part-time degree, diploma, certificate, non-credit, continuing education and apprenticeship programs are offered through the universities, SIAST, regional colleges, Aboriginal institutions, private vocational schools, ATCC and in the workplace. Access to basic education, skills training and income support is managed through the Department. Income support programs provide students with equitable access to post-secondary education and training.

We envisage a strong and competitive learning sector that is the hallmark of a strong and competitive provincial economy. This is supported by innovation and first-class research and development activity within our universities, which attracts and retains researchers among the most skillful in the country. We also see a highly responsive education and training system that matches skilled and highly educated citizens with the needs of the labour market. The learning sector works with its partners to recognize and respond to the changing labour market, with its increased emphasis on knowledge-based skills and basic employability skills. The learning sector also works with other provincial departments, the federal government, the private sector and the universities to recognize and support research and development activity. Schools, institutions and libraries are making the best use of technology to expand opportunities and provide resources across the sector.

We envisage a provincial learning environment supported by a strong public library system. The Provincial Library facilitates equitable access to the world of information and resources for Saskatchewan residents. The Province's public libraries play many roles within their communities. Public libraries provide access to reading materials, support community development, support the cultural and recreational life of the community, support lifelong learning, support formal education programs and home schooling, support lifelong self-development, provide access to new technologies and support development of skills in computer and information literacy (the ability to find and use information). Public libraries provide this access to information and resources for learning beyond school and business hours. Under legislation, the Provincial Library co-ordinates and supports the province-wide public library system. It also encourages co-operation and resource sharing among all libraries in the Province.

Plan at a Glance

INTRODUCTION

The 2004-05 Performance Plan is the first of its kind for Saskatchewan's learning sector and has been developed by the Learning Sector Steering Committee. The Committee includes executive representatives from the following organizations and institutions: the Saskatchewan School Boards Association; the Saskatchewan Teachers' Federation (STF); the League of Educational Administrators, Directors and Superintendents (LEADS); the Saskatchewan Association of School Business Officials (SASBO); the Federation of Saskatchewan Indian Nations (FSIN); the Métis Nation of Saskatchewan (MNS); public libraries; the Multitype Library Board; regional colleges; the Apprenticeship and Trade Certification Commission (ATCC); the Saskatchewan Institute of Applied Science and Technologies (SIASST); the University of Saskatchewan; the University of Regina; and the Department of Learning (Chair). The plan is consistent with and strengthens the strategic directions in the Department of Learning's 2003-04 Performance Plan through the involvement of the sector partners.

The performance plan is a work in progress, allowing the learning sector partners to refine the plan in response to changing needs, increased understanding of roles and responsibilities and the linkages to be made across the sector to support lifelong learning. The plan's goals and objectives reflect broad, critical priorities that are likely to remain constant over a number of years. The plan's key actions focus on those to be undertaken in 2004-05 and reflect activities from across the learning sector.

The involvement of the learning sector in the development and implementation of the performance plan reflects the importance of partnerships within the sector and the highly significant role third parties play in achieving the plan's goals and objectives. More than three-quarters of the Department of Learning's budget is provided to third parties. The learning sector has a long history of collaborative and consultative partnerships that support the achievement of common priorities.

There are varying accountability relationships between the Department and the Minister of Learning and sector partners identified through separate pieces of legislation:

SCHOOL BOARDS

School boards are required to comply with provincial statutes, regulations and policies and, as elected bodies, they are accountable to their local electors. They receive operating and capital funding from the Province and levy taxes to raise the local share of school division costs.

POST-SECONDARY EDUCATION SYSTEM

The universities are accountable to the provincial legislature and have autonomy over academic decisions. The provincial government appoints half of the members on the universities' Boards of Governors. SIAST, the ATCC and the regional colleges are directly accountable to the Minister of Learning for all aspects of the institution or organization. The provincial government appoints SIAST, regional colleges and ATCC board members. The Government provides operating grants to the universities, SIAST, regional colleges and ATCC as well as capital funding to the universities, SIAST and the regional colleges. Private vocational schools are privately owned and operated, but regulated in accordance with provincial legislation.

LIBRARIES

Public libraries are operated by ten autonomous public library system boards, established under legislation. They are required to contribute to province-wide cataloguing databases, interlibrary loans and reciprocal borrowing and are responsible for decisions on collections, programs and services. Public libraries receive funding from the provincial government and municipalities. The Multitype Library Board is appointed by the Minister and includes representatives from public, post-secondary education, and special libraries, the Provincial Library and the Department of Learning on behalf of schools. It tables an annual report with the legislature. The Board facilitates co-operative development of the multitype library system to share services and resources for mutual benefit.

The 2004-05 Department of Learning Annual Report will report progress on the 2004-05 Performance Plan for the learning sector.

OUR VISION

Through lifelong learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. The Province is enriched socially, culturally and economically through the leadership of the learning sector.

GOAL #1

Learners succeed

OBJECTIVE 1 - Optimize children's "readiness to learn"

Performance Measures:

- Under development

OBJECTIVE 2 - Enhance learner outcomes

Performance Measures:

- Number of graduates by type of credential
- Number of individuals completing selected education and training programs
- Percentage of students performing at age appropriate (target) levels in mathematics, science, reading and writing on national School Achievement Indicators Program (SAIP) assessments
- Per cent of students in a cohort starting Grade 10 who finish within three to seven years after they start

OBJECTIVE 3 - Deliver high quality curriculum programs and services

Performance Measures:

- Number of post-secondary programs eligible for accreditation, which have achieved accreditation
- Enrolments
- Public satisfaction with the learning sector

OBJECTIVE 4 - Provide access to information and resources

Performance Measure:

- Number of on-line courses under development, available for delivery and delivered

GOAL #2

A seamless continuum of formal and informal learning opportunities

OBJECTIVE 1 - Support labour market preparedness

Performance Measures:

- Employer satisfaction with SIAST graduates
- Employment rate by educational attainment of the working age population, age 15+

OBJECTIVE 2 - Support co-ordinated and aligned sector planning and operations

Performance Measure:

- Saskatchewan Grade 12 students' plans for post-secondary education

GOAL #3

Inclusiveness

OBJECTIVE 1 - Increase the participation of Aboriginal people in sector programs and services

Performance Measures:

- Aboriginal participation rates
- Educational attainment of the Aboriginal population, age 15+

OBJECTIVE 2 - Increase the participation of low-income individuals in post-secondary education and training

Performance Measure:

- Average student debt on consolidation of Canada Student Loans and Saskatchewan Student Loans for individuals in repayment following completion of studies

OBJECTIVE 3 - Meet the requirements of individuals with special needs

Performance Measures:

- Participation rates of students with disabilities
- Number of women in non-traditional areas of study

OBJECTIVE 4 - Support the education and training of Saskatchewan's official minority language community

Performance Measures:

- Under development

GOAL 4

Social and economic development

OBJECTIVE 1 - Ensure a skilled labour force

Performance Measure:

- Educational attainment of the Saskatchewan labour force, age 15+

OBJECTIVE 2 - Expand research and development

Performance Measures:

- Under development

OBJECTIVE 3 - Strengthen community capacity

Performance Measures:

- Under development

2004-05 Financial Overview

2004-05 ESTIMATES (in thousands of dollars)

Administration	5,718
Accommodation and Central Services	6,230
Post-Secondary Education	387,917
Early Childhood Development	3,320
K-12 Education	578,771
Training Programs	37,526
Student Support Programs	71,271
Provincial Library	8,529
Operations Appropriation	1,099,282
Capital Acquisitions	(5,519)
Amortization	3,377
Total Expense	1,097,140

2004-05 Total Appropriation

Operations	1,099,282
Teachers' Pensions and Benefits	119,123
Total Appropriation	1,218,405

Budgeted funding

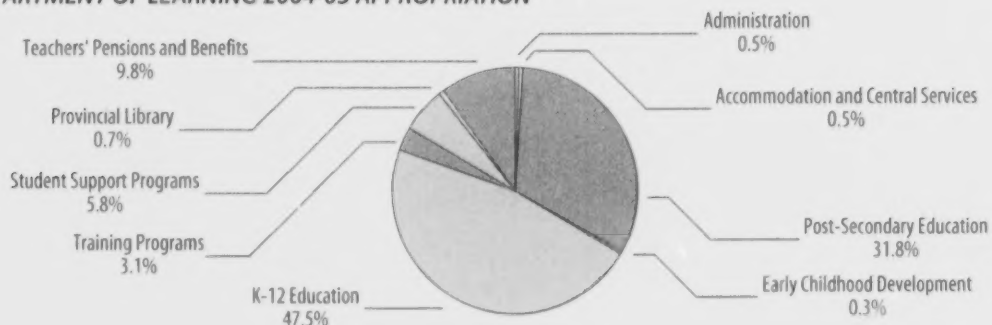
provided to third parties: 982,246 80.62%

Made up of funding for:

Operating 933,256 95.01%
Capital 48,990 4.99%

FTE Staff Complement 555.3

DEPARTMENT OF LEARNING 2004-05 APPROPRIATION



Trends and Issues

INTRODUCTION

Several interrelated trends and issues impact Saskatchewan's learning sector. An analysis of these significant issues and trends and the learning sector's response to them highlights the learning sector's critical importance to the Province's civic, cultural, social and economic well-being, now and in the future.

CHANGING DEMOGRAPHICS

Saskatchewan's population remains relatively stable, but is undergoing significant structural changes. The population is aging and the number of school age children is declining. The size of the rural population is decreasing.

The Province has a growing young Aboriginal population that is potentially its greatest asset in offsetting the decline in the labour force due to the aging population. There have been improvements between the 1996 and 2001 censuses in the education level of the Province's Aboriginal population, but it remains below that of the non-Aboriginal population. The unemployment rate of 23 per cent for the Aboriginal population in 2001 is considerably higher than the five per cent rate for the non-Aboriginal population.

There is a significant number of vulnerable children and youth in Saskatchewan and an increasing number of learners of all ages with diverse and special needs. Individuals with low incomes and those with disabilities are less likely to participate in post-secondary education.

Increasing the education levels of Aboriginal people is a key concern for the sector. The sector must also provide programs and services, often at a higher cost, to those with special needs. The sector also has to ensure the delivery of high quality programs and services to rural and northern residents.

The learning sector has many initiatives underway to address these issues. Some examples include:

- Implementation of School^{Plus}, an integrated approach to meeting the needs of all children and youth within the school setting
- Implementation of the Building Partnerships with First Nations and Métis Peoples and the Provincial Education System policy framework for shared planning and decision-making leading to better outcomes for Aboriginal K-12 students
- Implementation of the Post-Secondary Aboriginal Education and Training Action Plan to increase the participation and success of Aboriginal students in post-secondary institutions

- Delivery of programs and services to rural and northern residents through the regional colleges
- The 2000 Programme of International Student Assessment results indicate that Saskatchewan showed greater equity between students from different socio-economic groups than Canadian results and those in most parts of the world
- The Canada-Saskatchewan Student Loan program provides access to post-secondary education for individuals with financial needs. Its most recent improvements include higher earnings exemptions

CHANGING LABOUR MARKET AND ECONOMY

Saskatchewan's economy and labour market are undergoing significant changes. Increased globalization and competitiveness, rapid technological change and a diversifying economy are driving a growing demand for post-secondary education in the labour market, with over 60 per cent of new jobs requiring some post-secondary education.

Saskatchewan is experiencing an ever-increasing, demographically driven tightening of the labour market and potential labour shortages due to an aging labour force. This is already appearing as increased occupational shortages in such areas as the health sector and the skilled trades. Historically, Saskatchewan has experienced net out-migration; recent data indicates a decreasing level of out-migration.

Employers have expressed some concerns over a shortage of qualified labour, difficulties in hiring and the need for training. Employees must have basic employability and job readiness skills and there is an increasing need for technical and specialized skills.

The learning sector has a critical role to play in developing the skills individuals need for participation in the labour market over their lifetime and in responding to the needs of industry.

- Saskatchewan's K-12 Core Curriculum incorporates Common Essential Learnings that reflect the essential skills required to successfully participate in the new economy
- K-12 students have opportunities to gain direct experience in the world of work and to develop the competencies to enable the pursuit of careers over their lifetime
- The JobStart/Future Skills program provides training directly related to jobs in Saskatchewan
- The 2002 SIAST Graduate Employment Report indicates that 92 per cent of responding graduates who were available for work were employed and 94 per cent of employed respondents were working in Saskatchewan
- The sector has increased its capacity in health-related programs
- The industry-led Apprenticeship and Trade Certification Commission was created to support the relevance and responsiveness of apprenticeship training to the need for skilled tradespeople

COMPETITIVENESS AND QUALITY

There are growing public expectations for demonstrated quality and competitiveness in the learning sector and a greater focus on outcomes and accountability. The public wants to know that the Province's learning sector compares favourably to other parts of the country and, in some cases, the world. Many factors influence the level of quality in the sector including highly qualified teachers, faculty and staff; responsive and relevant curricula; up-to-date equipment; facilities and use of new technologies. Research and development is a key component of quality and competitiveness, focused largely on the universities.

The learning sector will be challenged to recruit and retain high quality faculty and staff within the post-secondary system, given the highly competitive labour market for individuals with those skills. The K-12 system is experiencing difficulties in recruiting in specific subject areas or locations. Public libraries are also experiencing difficulty in attracting professional librarians.

Research and development is a critical focus for the universities. It contributes to the creation of new knowledge and the transfer of knowledge and it supports social well-being and innovation and improved productivity within the economy. It also improves the overall quality of post-secondary programs and services by attracting highly qualified faculty and students.

Sources of funding vary across the learning sector. Post-secondary institutions receive a large proportion of their operating and capital funding from the Province. In addition to provincial funding, school divisions receive funding through local property taxes. Public libraries also receive municipal funding. Another revenue source for post-secondary institutions is tuition. The learning sector is challenged to achieve the appropriate balance between the sources and levels of funding available to it and the high expectations placed upon it.

The federal government has a significant involvement in the Province's learning sector, particularly related to funding. The federal government's focus on lifelong learning, on the importance of education and training as an investment and on the direct connection between a highly skilled and educated population and social and economic well-being, all point to the importance of maintaining effective partnerships with the federal government to achieve mutual priorities.

The learning sector has responded to these challenges in a number of ways. Polling indicates that public satisfaction with the learning sector is high.

- Saskatchewan's K-12 students take part in provincial, national and international assessments of achievement with the focus on continuous improvement of learner outcomes, e.g., implementation of pilot project to improve results in mathematics
- Recruitment and retention initiatives have been undertaken across the sector
- Expanding research and development continues to be a priority for both universities. Funding from governments and industry to the University of Saskatchewan increased by 68 per cent, from \$72 million in 1999-00 to \$120 million in 2001-02 and funding for the University of Regina increased by 96 per cent from \$10 million to \$19 million over the same time period

Changes from 2003-04 Performance Plan

The 2004-05 Performance Plan encompasses the learning sector and was developed through the Learning Sector Steering Committee. The 2003-04 Performance Plan was for the Department of Learning only. The vision in the 2004-05 plan is largely the same. There are changes to the goals, objectives, actions and performance measures that reflect the sector's perspective. However, the policy direction and intent is consistent between the two plans. The 2004-05 Performance Plan is strengthened through the involvement and contribution of the learning sector.

The 2004-05 Performance Plan goals focus on learners' success, a seamless continuum of formal and informal learning opportunities, inclusiveness and social and economic development. These are consistent with the previous plan's first two goals of 'meeting the diverse needs of individuals through high quality programs and services' and 'meeting the needs of communities, employers and the economy'. The third goal in the 2003-04 Performance Plan is incorporated in several of the objectives in the 2004-05 plan.

There is also similarity among the objectives, e.g., emphasis on high quality programs and services, supporting access to information and resources, increasing the participation and success of Aboriginal people in sector programs and services, meeting the needs of individuals with special needs, and responding to labour market needs. Objectives have been added or modified to reflect the following:

- optimizing children's readiness to learn as an important component of lifelong learning
- supporting the education and training of Saskatchewan's official minority language community
- expanding research and development, reflecting the role of the sector
- strengthening community capacity, reflecting the sector's involvement in community development initiatives such as School^{21st}

The performance measure set is largely the same as for the 2003-04 plan with some additions or deletions to reflect the new objectives. For example, the measure on availability of CommunityNet in schools and libraries was removed as it will reach a maximum level where no further progress can be made. Several measures have been expanded to include data from across the sector. Additions include the "educational attainment of the Aboriginal population, age 15+," reflecting the priority placed on improving the participation and success of Aboriginal people across the learning sector.

The Learning Sector Steering Committee will assess the current performance measure set and recommend any required changes in the 2005-06 Performance Plan. The development of appropriate and meaningful measures to address the complexities within the learning sector is a challenge. The Committee is committed to refining and developing the performance measures set over the longer term to ensure its ability to monitor and report publicly on progress toward the goals and objectives.

Goals, Objectives, Actions and Measures

This section provides the detailed 2004-05 Performance Plan for Saskatchewan's learning sector that supports advancement towards our vision of Saskatchewan people becoming knowledgeable and skilled citizens contributing to and benefiting from society and the economy through lifelong learning. Through the leadership of the learning sector, the Province is enriched socially, culturally, and economically. Under each goal, a number of objectives have been established that support progress towards the broader goal statement. For each objective, a set of key actions that will be completed in 2004-05 has been identified. They are the means for making progress on the objectives. To assess whether key actions support the objective, a set of performance measures has been established for each objective to gauge progress towards meeting the objective.

GOAL #1

Learners succeed

OBJECTIVE 1 - Optimize children's "readiness to learn"

Ensuring pre-school children are able to benefit from all the learning opportunities available to them is a critical component of lifelong learning. Studies have shown that the early years of development provide the foundation for skills that impact learning, behaviour and health throughout life. "Readiness to learn" is a broad concept that includes physical, social and emotional well-being, cognitive readiness and openness to learning.

Key Actions for 2004-05

- Renew kindergarten and early childhood curriculum. [Learning]
- In collaboration with the Department of Community Resources and Employment, develop a Provincial Early Learning and Care Framework to provide access to a responsive, integrated, quality system of supports for early learning and child care. [Learning]

- Further develop partnerships between the faculties of Education and Social Work and other sector partners to increase awareness, support, and the profile of School^{Plus} within the sector. [U of R]
- Lead the development, implementation, co-ordination and reporting for *KidsFirst* initiatives, as outlined in the 2004-05 *KidsFirst* Strategy. [Learning]

What are we measuring?

Under development

Where are we starting from?

Under development

OBJECTIVE 2 - Enhance learner outcomes

The learning sector is committed to achieving the best possible outcomes for individual learners based on their own needs, interests, aptitudes and abilities. Individuals share in this responsibility. Specific definitions of positive outcomes vary across the sector. In general they would include but not be limited to academic achievement, social and emotional well-being, employability skills, professional and technical skills and ability to contribute positively to family, community and society as a whole.

Key Actions for 2004-05

- Develop an institutional strategy to increase student success (retention). [U of R, U of S]
- Invest in quality learning organization concept focusing on organizational culture, employment development and student support and evaluation. [SIAST]
- Fully implement student success strategy consisting of three components (career, academic and personal preparedness). [SIAST]
- Improve the assessment of learner achievement:
 - ~ Develop the conceptual framework for the Assessment for Learning initiative and expand its implementation to mathematics assessment (Grades 5 and 8 and Math 20) and to reading assessment (development phase for spring 2005 data collection for Grades 5, 7 and 10). [Learning]
- Expand recognition of prior learning within the post-secondary system:
 - ~ Increase activity in prior learning assessment and recognition (PLAR). [SIAST]
 - ~ Continue to work with the learning sector, other departments and professional associations to increase the application of Recognition of Prior Learning in order to give credit to persons for previous work experience and informal training. [Learning]
- Develop initiatives to assist learners to complete programs:
 - ~ Provide work placement positions for SIAST students who are interested in a career in libraries. [Learning]

- Develop teaching and learning resources to respond to student needs:
 - ~ Develop effective mechanisms for alternate delivery of courses. [U of R]
 - ~ Increase opportunities for outreach and non-credit programming. [U of R]
 - ~ Implement plan for transition to a single education and training framework for all credit programs. [SIASST]
- Expand School^{Plus} School and Division Improvement Initiative to an additional 18 school divisions for a total of 39 school divisions. [Learning]
- Develop a strategy to address the needs of children and youth not in school. [Learning]
- Establish a School^{Plus} Leadership Institute in partnership with the University of Regina and University of Saskatchewan, educational partners and professional associations. [Learning, U of R, U of S]
- Work with human services departments and agencies as well as school divisions to implement School^{Plus} Community Service Delivery Model. [Learning]

What are we measuring?

Number of graduates by type of credential

- Degree (undergraduate and graduate)
- Diploma/Certificate
- Apprenticeship (receiving journey person papers)
- Grade 12 (from provincially funded K-12 schools)

Where are we starting from?

- 4,365 [2002-03]
- 4,439 [2002-03]
- 1,043 [2002-03]
- 12,316 [2001-02]

[Latest data available]

This measure shows the absolute number of graduates by type of credential. Graduation measures the success of individuals in programs and services and the sector's contributions to positive outcomes for learners through its curricula, instructional approaches, student services and supports, facilities and equipment.

The number of graduates is affected by the changing reality of student life such as part-time attendance, part-time work, raising families and changing programs. While the absolute number of graduates is increasing for most types of credentials, the amount of time required to complete a program may change depending on a student's needs and circumstances.

What are we measuring?

Number of individuals completing selected education and training programs

- Job Start/Future Skills Programs (JS/FS)
- Basic Education
- Multi-party Training Plan (MPTP)

Where are we starting from?

- 2,546 [2002-03]
- 3,277 [2001-02]
- 122 [2002-03]

[Latest data available]

This measure shows the absolute number of individuals completing programs. This measures individuals' success in the programs and the sector's contribution to positive outcomes for learners through the programs' curricula, instructional approaches, student services and supports, facilities and equipment.

Completion rates are affected by the changing reality of student life such as part-time attendance, part-time work, raising families and changing programs. The amount of time required to complete a program may change depending on a student's needs and circumstances.

What are we measuring?

Percentage of students performing at age appropriate (target) levels in mathematics, science, reading and writing on national School Achievement Indicators Program (SAIP) assessments.

Where are we starting from?

Subject Area	% at acceptable level or better	% at higher levels
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Age 13

Math content [2001]	52.1	17.9
Math problem-solving [2001]	60.8	16.2
Science content [1999]	75.5	52.1
Reading [1998]	76.1	34.8
Writing [2002]	75.4	32.2

Age 16

Math content [2001]	42.4	7.4
Math problem-solving [2001]	45.3	11.0
Science content [1999]	77.4	28.8
Reading [1998]	64.9	24.9
Writing [2002]	57.1	14.8

[Latest data available]

This measure describes the age appropriate performance of Saskatchewan students in mathematics, science, reading and writing resulting from a national system of testing. SAIP is a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading and writing, and science that has been conducted by the Council of Ministers of Education, Canada since 1993. Once a year, a sample of 13 and 16 year old students from Saskatchewan and other Canadian jurisdictions write the same tests. The subject area of the test changes each year, with mathematics followed by writing and then science. Data is available every three years for a particular subject.

Many factors influence student performance, some of which are beyond the control of the sector such as individual motivation and personal circumstances. The sector's contribution to student performance includes curricula, teaching, student supports and facilities.

What are we measuring?

Percent of students in a cohort starting Grade 10 who finish within three to seven years after they start

Where are we starting from?

79.8% of students who entered Grade 10 in 1995-96 completed high school within three to seven years

[2003-04, latest data available]

This measure tracks the percentage of students who graduate from Grade 12 within three to seven years after enrolling in Grade 10. Graduation is a proxy for the success of high school students.

Graduation by cohort provides an accurate reflection of the completion of Grade 12, since it reflects the reality of students taking part-time classes, upgrading marks, and leaving/re-entering school. Graduation within a defined timeline is influenced by a number of external factors. These factors could include mobility of parents, motivation and students' lifestyle.

OBJECTIVE 3 - Deliver high quality curriculum, programs, and services

The learning sector is committed to providing curriculum, programs and services at a high level of quality to ensure the people of Saskatchewan have access to opportunities that are comparable to or better than those available elsewhere. The learning sector focuses on continuous improvement. This helps to ensure that individuals acquire the knowledge and skills required to meet family, community and work responsibilities and that the sector responds effectively to community, social and economic needs.

Key Actions for 2004-05

- Continue to deliver high quality curriculum, programs and services through continuous improvement within the learning sector:
 - ~ Implement Computer Science Development Plan to include additional courses in Computer Systems Technology and Computer Information Systems. [SIAST]
 - ~ Renew Curricula for Wellness 10, Arts Education K-5, Arts Education 6-9, and Science 10. [Learning]
 - ~ Develop Calculus 30. [Learning]
 - ~ Initiate renewal of Native Studies 20 curriculum. [Learning]
 - ~ Continue development of Cree 10, 20 and 30 language curriculum. [Learning]
 - ~ Implement new Communications curriculum and pilot the Social Sciences curriculum of the Basic Education Adult 10 curriculum redesign. [SIAST, RC, DTI]
 - ~ Oversee the summative evaluation of the Labour Market Development Agreement in conjunction with the Department of Community Resources and Employment. [Learning]
 - ~ Initiate evaluation of the Technology Enhanced Learning (TEL) Action Plan and renewal of strategy. [Campus Saskatchewan and Educational Technology Consortium]
 - ~ Review a minimum of two programs/units. [U of R]
 - ~ Systematic Program Review of 10 academic programs. [U of S]
- Increase funding to the University of Saskatchewan's College of Medicine to ensure ongoing accreditation of the College. [U of S, Learning]
- Develop and implement policy and program responses to recommendations from the following:
 - ~ Complete evaluation of the Older Workers Pilot Project. [Learning]
 - ~ Complete evaluation of Community-Based Organizations Funding Framework in conjunction with the Department of Community Resources and Employment. [Learning]
 - ~ Facilitate accreditation of the Social Work program. [U of R]
 - ~ Develop program responses to recommendations from Canada-Saskatchewan Integrated Student Loan Program Formative Evaluation. [Learning]
 - ~ Support integration of new learning technologies across the sector.
- Expand the learning opportunities and support services available through CommunityNet to all public, separate, Francophone and First Nation schools as well as public libraries. [Learning]
- Provide skill training for K-12 teachers/instructors related to application of new Learning Technologies. [Learning]
- Begin implementation of the Provincial Literacy Strategy. [Learning]
- Implement a full suite of web-based student services (e.g., application, registration, calendar, etc.). [U of R, U of S]
- Develop framework for delivering recognition of prior learning services within regional colleges. [RC]

What are we measuring?

Number of post-secondary programs eligible for accreditation, which have achieved accreditation

- Degree [U of S, U of R]
- Diploma/certificate [SIAST]
- Apprenticeship [Red Seal Trades]

Where are we starting from?

- 100% [2003-04]
- 90% [2002-03]
- 100% [2002-03]

[Latest data available]

Accreditation is a program specific approach to assessing a program against nationally established standards of excellence in all aspects of program delivery conducted by an external third party. It assesses curriculum, faculty, facilities, equipment, student services, employer relations, learner progress and retention, graduation rates and graduate employment. The extremely high level of accreditation achieved by the post-secondary system's eligible programs is a good indicator of quality.

The number of programs subject to accreditation is high for diploma/certificate and apprenticeship programs. Non-professional degree programs at the universities tend not to be formally accredited.

What are we measuring?

Enrolments by type of credential and type of delivery

- Degree programs
- Certificate and diploma programs:
 - ~ SIAST
 - ~ U of S
 - ~ U of R
- Apprenticeship
- Basic Education
- JobStart/Future Skills
- Regional colleges

Where are we starting from?

- 31,008 [2002-03]
- ~ 4,709 [2002-03]
- ~ 699 [2002-03]
- ~ Under development
- 6,562 [2002-03]
- 4,987 [2001-02]
- 3,293 [2002-03]
- 30,126 [2001-02]

[Latest data available]

This measure reports absolute enrolments by type of credential and type of delivery. It identifies the number of individuals able to take advantage of available programs and services. It is a proxy measure for quality as it indicates individual interest in graduating with credentials from the Province's post-secondary system. Other factors impact individual decisions such as location, capacity within specific programs and costs.

Enrolments are also affected by other factors beyond the sector's control such as demographic and labour market trends.

The "certificate and diploma enrolments" are reported by institution rather than as a group due to differences in reporting methods among the institutions.

What are we measuring?

K-12 Enrolment

- Rural
- Urban
- Northern
- Total

Where are we starting from?

- 62,445
- 105,514
- 5,265
- 173,224

[2003-04; latest data available]

This measure identifies the number of children and youth who are impacted by the level of quality of the curricula, programs and services offered through the K-12 system. Elements related to quality within the K-12 system include curricula, teaching approaches, student supports and services, facilities and equipment.

The rural/urban/northern classification system is used for provincial schools (public systems, separate systems, Francophone system) only. It does not include schools classified as historical high schools, private or independent schools unless those schools have become associated with a public or separate school division. It does not include home-schooled children.

Enrolments are affected by a range of external factors over which the sector does not have complete control, including demographic trends, home schooling, migration and the increase in First Nations and independent schools. Participation in K-12 is mandatory until age 16.

What are we measuring?

Public satisfaction with the learning sector

Where are we starting from?

- Per cent of residents who think the quality of secondary education in Saskatchewan is excellent to adequate – 84% *[April 2003]*
- Per cent of residents who think the quality of elementary education in Saskatchewan is excellent to adequate – 90% *[April 2003]*
- Per cent of residents who think the K-12 system in Saskatchewan is the same or better than the rest of the country – 86% *[April 2003]*
- Per cent of residents who think the quality of training programs in Saskatchewan is excellent to adequate – 94% *[June 2003]*
- Per cent of residents who think the post-secondary education system in Saskatchewan is the same or better than the rest of the country – 84% *[June 2003]*
- Per cent of residents who think the quality of service from the public library system is excellent to adequate – 78% *[January 2003]*

[latest data available]

This measure tracks general public perceptions, as measured by public opinion surveys, about the quality of the learning sector. Satisfaction reflects the confidence the public has in the sector and their perception of how our learning sector compares to others in the country.

A range of factors may influence satisfaction surveys including level of knowledge and experience with the learning sector, perceptions of other public services and perceptions of programs and services in other parts of the country. Satisfaction ratings approach a maximum level after which further improvement is less likely.

OBJECTIVE 4 - *Provide access to information and resources*

Access to information and resources is a critical component of the learning sector's activity, particularly as the use of technology increases in importance both as a delivery method and as a support to teaching and learning. This is particularly important in providing access given Saskatchewan's widely dispersed population and increased interest in alternate forms of delivery to meet learning and information needs. This objective underscores the intent of the learning sector to provide equitable access to information and resources and to recognize the differing roles of the partners within the sector.

Key Actions for 2004-05

- Enhance on-line access to a broader range of learning resources, programs and services:
 - ~ Launch independent ATCC website. [ATCC]
 - ~ Work with CMEC to develop the Pan-Canadian learning portal and learning resources repository. [Learning]
- Establish an on-line credit transfer guide on the Campus Saskatchewan website. [Campus Saskatchewan]
- Implement on-line access to eligibility information and application for income support programs, including public access sites. [Learning]
- Provide comprehensive electronic access to all provincial public libraries and library materials:
 - ~ Increase CommunityNet access to e-learning and e-library resources housed at Learning. [Learning]
- Introduce a web-based integrated library management system to provide enhanced services to students, staff and faculty. [SIAS]
- Develop a strategy for full implementation of Technology Enhanced Learning within the regional colleges. [RC]

What are we measuring?**Where are we starting from?**

Number of on-line courses under development, available for delivery and delivered

K-12

- Under development
- Credit courses – resources available
- Credit courses delivered

- 21 [2003-04]
- 40 [2003-04]
- 34 [2003-04]

Post-secondary

- Under development
- Credit courses – resources available
- Credit courses delivered

- 91 [2002-03; latest data available]
- 128 [2003-04]
- 118 [2002-03; latest data available]

This measure identifies the number of on-line courses and resources under development, the number of courses and resources that are available for delivery and the number of credit courses delivered in the K-12 and post secondary systems. It is an indication of access to K-12 and post-secondary education through the use of technology and the availability of supports for teachers/faculty and students.

The Province provides funding to the K-12 and post-secondary systems for developing and establishing an array of on-line courses and learning resources. School divisions and post-secondary institutions are responsible for determining what course offerings are delivered from the available array.

GOAL #2***A Seamless Continuum of Formal and Informal Learning Opportunities*****OBJECTIVE 1 - Support labour market preparedness**

The learning sector prepares individuals for participation and success in the labour market over their lifetime. Individuals require basic employability skills as well as technical skills to respond to the changing needs of the economy. A skilled labour force is a key contributor to the economic well-being of the Province.

Key Actions for 2004-05

- Develop a Career Development Action Plan for the learning sector. [Learning]
- Develop approaches to ensure Saskatchewan citizens have the skills and knowledge required to meet the changing demands of the economy.
 - ~ Increase training/education programs in partnership with industry/corporations, public sector, business, etc. [U of R]
 - ~ Expand the Aboriginal Co-op program based on findings of the Pilot Project. [U of R]
 - ~ Expand the Co-op program into other departments and faculties. [U of R]
 - ~ Review and refine curriculum and program portfolio, capacity and delivery locations in partnership with business and industry. [SIAST]
- Increase linkages between K-12, the ATCC, and employers to encourage young people to consider careers in the trades. [ATCC]
- Implement the skill assessment proposal for Agriculture Policy Framework renewal. [RC]

What are we measuring?

Where are we starting from?

Employer satisfaction with SIAST graduates

- | | |
|---|-------|
| • Satisfied/very satisfied with SIAST graduates | • 96% |
| • Rated job knowledge as good/very good | • 75% |
| • Rated overall job preparation as good/very good | • 76% |
| • Would hire SIAST graduates again | • 97% |

[2002, latest data available]

This measure provides specific information about employer satisfaction with SIAST graduates based on an annual survey. Satisfaction ratings are a good indicator of employers' perception of how well programs are meeting their needs.

A range of environmental factors can significantly influence satisfaction surveys including knowledge of programs, assessment of the performance of a particular individual or group of individuals and perceptions of other public services. Satisfaction surveys tend to reach a maximum level, after which further signification improvements are unlikely.

What are we measuring?

Employment rate by education attainment of the working age population, age 15+

- Grade 12
- Some post-secondary education
- Certificate/diploma
- Degree

Where are we starting from?

- 73.3%
- 67.2%
- 75.4%
- 79.2%

[2003, latest data available]

This measure shows employment rates relative to the highest level of education completed for individuals aged 15 years and older. Employment rates provide a proxy for the learning sector's responsiveness in meeting the needs of employers and the economy. This measure reflects the critical importance of training and education to employment. Education has been established as a key factor in gaining employment and this relationship is becoming stronger over time in the new knowledge economy.

Employment rates are influenced by many factors. While educational attainment is an important factor in gaining employment, it is only one of many possible determinants. This measure is vulnerable to external forces in the economy over which the sector has limited control such as employment rates, economic activity and employers' hiring decisions.

OBJECTIVE 2 - Support co-ordinated and aligned sector planning and operations

The learning sector is committed to maximizing linkages and opportunities across the sector in support of its goals and objectives. We must work collaboratively across and within the learning system in support of lifelong learning. All parts of the sector impact on one another and it is through the results from cumulative efforts across the sector that progress will be made.

Key Actions for 2004-05

- Continue implementation of the School^{Plus} Community Engagement and Action Planning Strategy for School^{Plus} within the learning sector and across the human services sectors in collaboration with the Saskatchewan Council on Children and Youth. [Learning]
- Continue collaborative partnerships within and beyond the learning sector:
 - ~ Develop Learning Sector Strategic Plan for 2005-06. [Learning Sector]
 - ~ Begin implementation of the five-year review of the Saskatchewan University Funding Mechanism. [Learning]
- Establish first multi-year university level integrated plan and accompanying multi-year budget framework in May 2004. [U of S]

- Establish 2004-08 planning framework. [U of R]
- Improve opportunities for Saskatchewan citizens by enhancing transitions to work and/or further study for learning:
 - ~ Integrate the design and delivery of the practical and applied arts programs in the K-12 and SIAST. [SIAST, Learning]
 - ~ Develop bridging strategies aimed at enhanced student retention and transition rates from basic education to further education and skills training. [SIAST]
- Introduce new instructor orientation program to be followed by a mandatory faculty certification program. [SIAST]
- Develop a faculty recruitment/retention strategy. [SIAST]
- Capital planning and prioritization:
 - ~ Develop objective and transparent capital prioritization frameworks for regional colleges, SIAST, and universities and maintain the capital prioritization framework in place for K-12 capital facilities funding allocations. [Learning, RC, SIAST, universities]
 - ~ Continue development of long-term capital planning framework for SIAST. [SIAST, Learning]
 - ~ Continue planning for the University of Saskatchewan Academic Health Sciences and the University of Regina Laboratory Building addition projects. [U of S, U of R, Learning]
 - ~ Assist school divisions in the planning, design and/or construction of the twelve K-12 major capital projects approved in the fall of 2003. [Learning, School Boards]
 - ~ Complete new residences. [U of R]
 - ~ Complete Centre for Kinesiology, Health and Sport. [U of R]

What are we measuring?

Saskatchewan Grade 12 students' plans for post-secondary education

- Grade 12 students' plans for post-secondary education
- Per cent planning to study in Saskatchewan
- Per cent planning to study outside Saskatchewan

Where are we starting from?

- 80%
- 79%¹
- 21%¹

[2003; latest data available]

¹ This percentage is representative only of those students who are planning to pursue a post-secondary education within the next 12 months.

This measure provides information on the transition of high school students to post-secondary education inside and outside of Saskatchewan. This measure describes the intentions of students to pursue post-secondary education and does not assess actual behaviour.

The sector does not have the direct control over many factors that may influence students' decisions such as family background, parental expectations, program choice and preferred lifestyle. The sector does influence students' plan in various ways including the availability and quality of programs, types of delivery, student supports and responsiveness of programs to labour market needs.

GOAL #3

Inclusiveness

OBJECTIVE 1 - *Increase the participation of Aboriginal people in sector programs and services*

The learning sector is committed to working in partnership to improve the participation and success of Aboriginal people in all sector programs and services. The Province has a growing young Aboriginal population that is potentially its greatest asset in offsetting the decline in the labour force due to the aging population. Despite recent gains, the education level of the Aboriginal population is below that of the non-Aboriginal population. The unemployment rate of the Aboriginal population is higher than the non-Aboriginal population. Improvements are necessary in order to ensure the Province's social and economic well-being and for the Province to benefit from Aboriginal perspectives and culture.

Key Actions for 2004-05

- Increase participation and success rates of Aboriginal learners across the learning sector:
 - ~ Implement Aboriginal Apprenticeship Initiatives. [ATCC]
 - ~ Increase numbers of Aboriginal employees. [U of R]
 - ~ Co-ordinate initiatives to increase the level of Aboriginal participation in the colleges, curriculum, programming and social interactions through the Special Advisor on Aboriginal Initiatives. [U of S]
 - ~ Accelerate implementation strategy for a representative workforce and student body. [SIAST]
 - ~ Increase the number of linkages with Aboriginal organizations and elementary and high schools in an effort to provide services that meet the needs of First Nations and Métis students. [SIAST]
 - ~ Develop a Comparative Curriculum Standards Council to facilitate smooth transitions and seamless educational opportunities for First Nations students. [Learning]
 - ~ Incorporate Aboriginal ways of knowing in the content perspectives and learning resources for English Language Arts Middle Years and Science 10. [Learning]

- ~ Develop in partnership with First Nations and Métis communities and teacher training institutions an Aboriginal Education Professional Development Strategy. [Learning]
- ~ Develop in partnership with First Nations and Métis communities a comprehensive Urban Aboriginal Education Framework. [Learning]
- Enhance training/employment partnerships with Aboriginal communities.
- Implement partnership between U of R, First Nations University of Canada and Crown Investments Corporation to advance Aboriginal education and participation in the workforce. [U of R]
- Deliver a western Canadian symposium, Aboriginal People in Trades: Strategies for Success in October 2004 in partnership with Aboriginal institutions and the Apprenticeship Commission. [SIAST]
- Expand the development and delivery of programs specifically tailored for First Nations. [SIAST]
- Continue to promote and support the development of co-management and co-governance arrangements among school divisions, First Nations and Métis authorities through implementation of the policy framework, Building Partnerships with First Nations and Métis Peoples and the Provincial Education System. [Learning]
- Emphasize math and science preparation in Basic Education. [SIAST]
- Develop culturally sensitive curriculum and adaptive delivery of apprenticeship training. [SIAST]

What are we measuring?

Aboriginal participation rates (Aboriginal enrolments as a per cent of total enrolments)

- Degree
- Diploma/certificate [SIAST]
- Apprenticeship
- Basic Education
- JobStart/Future Skills
- K-12

Where are we starting from?

- Under development
- 18.4% [2002-03]
- 6.1% [2002-03]
- 54.0% [2001-02]
- 22.0% [2002-03]
- Under development

[Latest data available]

This set of measures identifies the participation of First Nations and Métis people across the sector and will need to be monitored to assess progress in increasing Aboriginal participation. Data is not available from all parts of the sector. These measures are based on self-declaration, i.e., individuals are asked to identify themselves as First Nations or Métis. Some individuals may choose not to do so and therefore, this measure could under-represent the actual participation rate.

What are we measuring?

Educational attainment of the Aboriginal population, age 15+

- High school graduate
- Some post-secondary education
- Certificate or diploma
- University degree

Where are we starting from?

- 8.2%
- 13.1%
- 21.6%
- 4.6%

[2001; latest data available]

This measure identifies the highest level of education completed for the Aboriginal population aged 15 years and older based on Statistics Canada Census Data. It is a key indicator in tracking improvements in educational attainment for Aboriginal people over time. The measure provides an overarching assessment of the educational status of the Province's Aboriginal population. It is one indicator of the learning sector's contribution to increasing the knowledge and skills of the Province's Aboriginal population. This data is available every five years.

There is a significant gap between the educational attainment of the non-Aboriginal population and Aboriginal population according to 2001 census data.

Individual educational attainment is influenced by several factors beyond the control of the sector. The sector does influence this measure through the design and implementation of programs, services and delivery methods designed to meet the needs of Aboriginal people.

OBJECTIVE 2 - Increase the participation of low-income individuals in post-secondary education and training

The learning sector is committed to increasing the participation and success of individuals at lower income levels within post-secondary education and training programs leading to higher education levels and improved labour market participation and success. National data indicates that youth from families with lower earnings are less likely to attend post-secondary education.

Key Actions for 2004-05

- Implement initiatives to improve financial assistance for post-secondary education students:
 - ~ Enhance scholarship and bursary programs. [U of R, U of S]
- Initiate discussions within the sector to support transitions for people with disabilities from K-12 to employment and training. [SIAST]

What are we measuring?

Average student debt on consolidation of Canada Student Loans (CSL) and Saskatchewan Student Loans (SSL) for individuals in repayment following completion of studies

Where are we starting from?

\$14,119

[2002-03; latest data available]

The measure indicates the average student debt on consolidation of CSL/SSL. It is one factor to consider related to the participation of low-income people in post-secondary education as the amount of anticipated debt may impact their decision to pursue further education and training. In 2002, approximately four out of five 18-24 year olds from families with annual earnings of \$80,000 or more had taken some post-secondary education as compared to approximately one in two 18-24 year olds from families with annual earnings of less than \$30,000.

Student debt loads do not take into account a student's ability to repay a debt or the investment that education represents over an individual's lifetime. Student debt reflects the cost of post-secondary education, including tuition, books, and living expenses.

OBJECTIVE 3 - Meet the requirements of individuals with special needs

Individuals with special needs, including persons with disabilities and women in non-traditional areas of study, will have those needs addressed in order to promote their success within sector programs. Over the decade ending in 2001-02, the number of students with low-incidence disabilities within the Province's K-12 system doubled from approximately 2,250 to approximately 4,500. The educational attainment of adults with disabilities is somewhat lower

than that of adults without disabilities, but their unemployment rate is significantly higher. Women have made significant gains in participation in post-secondary education. However, there are programs where their participation is lower than for men. This can limit career choices for women and impact on the availability of skills to meet the needs of the labour market.

Key Actions for 2004-05

- Design and implement student success strategies in provincial post-secondary institutions to support individuals with special needs:
 - ~ Increase the allocation of the education equity budget. [SIAST]
 - ~ Expand services for individuals with special needs. [U of S]
 - ~ Implement recruitment and retention strategies following a review of education equity program. [SIAST]
 - ~ Develop a fund and application process for students who require funding in addition to EAPD allocations. [SIAST]
- Implement process to measure and report on students with special needs who are following a Personal Program Plan designed to meet individual student needs. [Learning]
- Negotiate new five-year Employability Assistance for Persons with Disabilities agreement with Human Resources and Skill Development Canada (HRSD). [Learning]

What are we measuring?

Participation rates of students with disabilities (students with disabilities as a per cent of total students)

- SIAST
 - ~ Enrolments
 - ~ Graduates
- Universities
- Regional Colleges
- Job Start/Future Skills
- Basic Education

Where are we starting from?

- ~ 5.1% [2001-02]
- ~ 3.3% [2001-02]
- Under development
- Under development
- 2.1% [2001-02]
- 6.0% [2001-02]

[Latest data available]

This measure identifies the participation and graduation of persons with disabilities in the post-secondary system, using the *Saskatchewan Human Rights Code* definition of disability.

Self-declaration is when individuals are asked to indicate if they have a disability. Some individuals may choose not to do so and, therefore, this measure could under-represent the actual participation rate.

What are we measuring?

Number of women in non-traditional areas of study

- SIAST
- ATCC

Where are we starting from?

- 379
- 336

[2002-03; latest data available]

This measure identifies the participation of women enrolled in predominantly male programs in SIAST, e.g., all programs within the trades and technologies with less than 50 per cent female participation and apprenticeship, e.g., women are less than 50 per cent of enrolment. It is also an indicator of the post-secondary system's ability to recruit and retain women in non-traditional programs.

OBJECTIVE 4 - Support the education and training of Saskatchewan's official minority language community

The learning sector provides support for the education and training of Saskatchewan's Francophone community. Linguistic duality is a fundamental characteristic of Canada and Saskatchewan's Francophone community is an important component of that linguistic duality.

Key Actions for 2004-05

- Provide national apprenticeship certification exams in French and translate provincial apprenticeship certification exams into French as needed. [ATCC]
- Develop a plan for Francophone post-secondary education [Learning]
- Assist the Francophone school division in the development of their education plan. [Learning]
- Provide the Francophone school division with the required curriculum [Learning]
- Advance Institut Francais. [U of R]
- Assist Francophone school division in the planning, design, and construction of the approved major capital projects for Moose Jaw and Saskatoon. [Learning]

What are we measuring?

Under development

Where are we starting from?

Under development

GOAL #4

Social and economic development

OBJECTIVE 1 - Ensure a skilled labour force

The learning sector is committed to responding to the changing skill needs of the Province's economy. We must ensure the learning system is informed by and responsive to labour market demands and the changing needs of the provincial economy. Increased globalization, technological changes and a shift towards a knowledge-based economy are all contributing to the need for a highly skilled labour force. It is estimated that approximately 60 per cent of all new job growth in Saskatchewan will require post-secondary and/or management level skills.

Key Actions for 2004-05

- Create diverse opportunities that prepare learners to achieve career goals in local and global markets:
 - ~ Develop new and existing alliances with business, industry, other educational institutions, communities and governments – in particular, new opportunities in applied research and work-based training. [SIAST]
 - ~ Increase on-line development of programs through the Virtual Campus in response to provincial and sector training needs. [SIAST]
 - ~ Continue implementation of the work-based training model. [SIAST]
 - ~ Enhance opportunities for an international experience as part of academic programs. [U of S, U of R]
 - ~ Increase the number of new apprentices registered in designated trades to meet current and future skilled labour needs of Saskatchewan employers. [ATCC]
 - ~ Designate two new apprenticeship trades in response to employers and employees requirements for formal work based training and certification. [ATCC]
- Ensure the physical, technological and human resource capacity to meet the demands of the learning sector.
 - ~ Implement planning approach for major projects that integrates capital and operating implications from a variety of funding sources in support of university objectives for education, research and community service. [U of S]
- Provide 72 additional spaces in the Nursing Education Program of Saskatchewan (NEPS) which will result in 100 nursing graduates per year by 2008-09, including 40 seats per year in the new two-year Bachelor of Science in Nursing second degree option. [SIAST, U of S]
- Provide a total of 120 seats in the Northern NEPS program, which includes an increase of 40 for the third year of the program which provides northern residents with access to professional nursing training in Prince Albert. [FNUC, SIAST, U of S]

What are we measuring?

Educational attainment of the Saskatchewan labour force, age 15+

- | | |
|-----------------------------------|---------|
| • High school graduate | • 23.5% |
| • Some post-secondary education | • 9.2% |
| • Certificate or diploma graduate | • 33.9% |
| • University degree graduate | • 15% |

Where are we starting from?

[2003; latest data available]

This measure identifies the highest level of education completed for individuals within the labour force aged 15 years and older based on Labour Force Survey data. The measure provides an overarching assessment of the educational status of the Province's labour force. It is one indicator of the learning sector's contribution to increasing the knowledge and skills of individuals who are employed or seeking employment.

Demographic trends have a positive effect on this measure, largely due to mortality rates (previous generations characteristically had lower educational attainment levels) and more young people entering post-secondary education.

OBJECTIVE 2 - Expand research and development

The learning sector is committed to expanding research and development. Research and development furthers the creation of new knowledge and the transfer of knowledge. It supports greater innovation and productivity within the economy and social development.

Key Actions for 2004-05

- Strengthen the research capabilities of Saskatchewan's universities:
 - ~ Support the development of Communities of Tomorrow initiative (sustainable communities). [U of R]
 - ~ Increase federal grant success rates including growth and development of university/industry liaison offices and incubation centres. [U of R, U of S]
 - ~ Expand industry liaison opportunities. [U of S]
- With the introduction of an applied research and technology transfer framework, allocate funds to administer applied research projects through partnerships with other education institutions and external agencies. [SIASST]
- Enhance graduate studies by increasing the number of graduate students and/or student and faculty involvement in scholarship and research. [U of R, U of S]
- Support research and development through the Innovation and Science Fund. [Learning]

What are we measuring?

Under development

Where are we starting from?

Under development

OBJECTIVE 3 - Strengthen community capacity

The learning sector is committed to working in partnership with communities to improve their capacity to respond to needs related to their social and economic development. Through an integrated approach, the learning sector works with communities to identify and develop initiatives which meet their unique needs.

Key Actions for 2004-05

- Implement indicators to support the outcomes framework for School^{Plus}. [Learning]
- Increase profile of School^{Plus} practice, policy and research through provincial conferences. [U of R, Learning]
- Increase adoption of community education philosophy and practice in the 21 School^{Plus} pilot divisions. [Learning]
- Create process for capital planning and prioritization for facilities for the 10 public library systems. [Provincial Libraries, Learning]

What are we measuring?

Under development

Where are we starting from?

Under development

Where To Obtain Additional Information

If you have any questions, or if you wish to have a copy of the 2004-05 Performance Plan, we invite you to contact us at:

Saskatchewan Learning
Communications Branch
1st Floor, 2220 College Avenue
Regina, Saskatchewan
S4P 3V7
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You can also visit our website for more information or to download a copy of this report:
<http://www.sasked.gov.sk.ca>

Appendix

LIST OF LEARNING SECTOR ACRONYMS

Apprenticeship and Trade Certification Commission	ATCC
Canada Student Loans	CSL
Council of Ministers of Education, Canada	CMEC
Dumont Technical Institute	DTI
Employability Assistance for People with Disabilities	EAPD
Federation of Saskatchewan Indian Nations	FSIN
First Nations University of Canada	FNUC
Human Resources and Skill Development	HRSD
Job Start/Future Skills Programs	JS/FS
League of Educational Administrators, Directors and Superintendents	LEADS
Métis Nation of Saskatchewan	MNS
Multi-party Training Plan	MPTP
Nursing Education Program of Saskatchewan	NEPS
Post-Secondary Education	PSE
Prior Learning Assessment and Recognition	PLAR
Regional Colleges	RC
Saskatchewan Association of School Business Officials	SASBO
Saskatchewan Institute of Applied Science and Technologies	SIAST
Saskatchewan Learning	Learning
Saskatchewan Student Loans	SSL
Saskatchewan Teachers Federation	STF
School Achievement Indicators Program	SAIP
University of Regina	U of R
University of Saskatchewan	U of S